

Grade 2 ELA Scope and Sequence SY13–14

Unit Theme	Unit Dates and Duration	Dates to Assess	Unit Focus	Reading: Literature RL.2.1, RL.2.2 and RL.2.10 apply to each unit. ** Tested Item	Reading: Informational Text RI.2.1, RI.2.2, RI.2.4 and RI.2.10 apply to each unit. ** Tested Item	Reading: Foundational Skills RF.2.4 applies to each unit.	Writing	Speaking and Listening SL.2.1, SL.2.2 and SL.2.6 apply to each unit.	Language L.2.4 applies to each unit. ** Tested item
1 Plants are Everywhere	8/27/13 to 10/17/13 (Instructional Days: 36)	TBD	<i>Students will learn about plants, their life cycles, and ways in which humans need plants.</i> In reading, students will learn how text features help them deepen their understanding of a topic in an informational text. Students will also learn and practice comprehension strategies, with a particular focus on asking questions. In evidence based response writing, students will respond to text in a variety of ways.	**RL.2.1 **RL.2.2 RL.2.7	**RI.2.1 **RI.2.2 RI.2.4 **RI.2.5 **RI.2.7	RF.2.4 (a), (b)	Refer to forthcoming writing curriculum.	SL.2.1 SL.2.2 SL.2.6	L.2.1 (b), (d) L.2.4
2 Now and Then	10/22/13 to 12/20/13 (Instructional Days: 40.5)	TBD	<i>Students trace the development of technology from the past to the present.</i> In reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details of informational texts. Students will also learn how to use a variety of strategies to read and determine the meaning of unknown words. In evidence based response writing, students will write a narrative piece. Students will use details and illustrations to help their readers better understand their writing.	**RL.2.1 **RL.2.2 **RL.2.4 **RL.2.5 **RL.2.7	**RI.2.1 **RI.2.2 **RI.2.3 RI.2.4 RI.2.7	RF.2.3 (a), (e), (f) RF.2.4 (c)		SL.2.1 SL.2.2 SL.2.3 SL.2.6	L.2.2 (a), (b) L.2.4 L.2.5
3 Hurricanes, Tornadoes, and Blizzards – Oh My!	1/7/14 to 2/27/14 (Instructional Days: 34.5)	TBD	<i>Students will learn the science behind extreme weather and how extreme weather affects individuals and communities.</i> In reading, students will focus on visualizing key details from the text, analyzing text structure, and studying how characters respond to events and challenges. They will also infer to determine the meaning of unknown words. In evidence based response writing, students will write an informational piece. Students should use “mentor texts” from reading instruction to help them structure their pieces appropriately.	**RL.2.1 **RL.2.2 **RL.2.3 **RL.2.5 **RL.2.7	**RI.2.1 **RI.2.2 **RI.2.4	RF.2.3 (b), (c) RF.2.4		SL.2.1 SL.2.2 SL.2.6	L.2.1 (a), (e) L.2.2 (c), (d) **L.2.4
4 Got the Message?	3/3/14 to 5/8/14 (Instructional Days: 42.5)	TBD	<i>Students will compare and contrast fables, folktales, and fairytales from around the world.</i> In reading, students will infer to determine a fable or folktale’s central message or a fairytales lesson and make text-to-text connections. Students will study multiple versions of the same fable, folktale or fairytale to draw out key similarities and differences, as well as analyze characters’ points of view in paired traditional an/or fractured fairytales (e.g., <i>The True Story of the Three Little Pigs</i>). In evidence based response writing, students will write an opinion piece. Students should use digital tools to publish their pieces.	**RL.2.1 **RL.2.2 **RL.2.6 **RL.2.9	**RI.2.1 **RI.2.2 RI.2.4 **RI.2.6 **RI.2.8 **RI.2.9	RF.2.4		SL.2.1 SL.2.2 SL.2.4 SL.2.5 SL.2.6	L.2.1 (c), (f) L.2.2 (e) L.2.3 L.2.4 L.2.5
5 Exploring the World	5/12/14 to 6/19/14 (Instructional Days: 26.5)	TBD	<i>Students will learn about different continents, regions, and countries with a specific emphasis on our neighbors Mexico and Canada and explain differences between cultures.</i> In reading, students will continue to compare and contrast by making text-to-text connections. Students will also focus on summarizing individual paragraphs and multi-paragraph texts. In evidence based response writing, students will write an informational piece. Significant time should be devoted to learning how to peer-edit and peer-revise.	**RL.2.1 **RL.2.2 RL.2.4 **RL.2.5 RL.2.6	**RI.2.1 **RI.2.2 **RI.2.4 RI.2.6 **RI.2.8	RF.2.3 (b) RF.2.4		SL.2.1 SL.2.2 SL.2.4 SL.2.5 SL.2.6	L.2.4 L.2.6

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<p>1</p> <p>Plants are Everywhere!</p> <p>8/27/13 to 10/17/13 (Instructional Days: 36)</p> <p><i>Students will learn about plants, their life cycles, and ways in which humans need plants.</i> In reading, students will learn how text features help them deepen their understanding of a topic in an informational text. Students will also learn and practice comprehension strategies, with a particular focus on asking questions. In evidence based response writing, students will respond to text in a variety of ways.</p>	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>(a) Read on-level text with purpose and understanding.</p> <p>(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>Refer to forthcoming writing curriculum.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>(a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(b) Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).</p> <p>(d) Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

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<p>2</p> <p>Now and Then</p> <p>10/22/13 to 12/20/13 (Instructional Days: 40.5)</p> <p><i>Students trace the development of technology from the past to the present.</i></p> <p>In reading, students will continue to practice comprehension strategies, with a particular focus on summarizing the main idea and key details of informational texts. Students will also learn how to use a variety of strategies to read and determine the meaning of unknown words. In evidence based response writing, students will write a narrative piece. Students will use details and illustrations to help their readers better understand their writing.</p>	<p>RL.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RI.2.1 Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>(a) Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>(e) Identify words with inconsistent but common spelling-sound correspondences.</p> <p>(f) Recognize and read grade-appropriate irregularly spelled words.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Refer to forthcoming writing curriculum.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>(c) Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Capitalize holidays, product names, and geographic names.</p> <p>(b) Use commas in greetings and closings of letters.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>).</p> <p>(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>(a) Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>(b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>

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<p>3</p> <p>Hurricanes, Tornadoes, and Blizzards – Oh My!</p> <p>1/7/14 to 2/27/14 (Instructional Days: 34.5)</p> <p><i>Students will learn the science behind extreme weather and how extreme weather affects individuals and communities.</i> In reading, students will focus on visualizing key details from the text, analyzing text structure, and studying how characters respond to events and challenges. They will also infer to determine the meaning of unknown words. In evidence based response writing, students will write an informational piece. Students should use “mentor texts” from reading instruction to help them structure their pieces appropriately.</p>	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.3 Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>(b) Know spelling-sound correspondences for additional common vowel teams.</p> <p>(c) Decode regularly spelled two-syllable words with long vowels.</p> <p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>(a) Read on-level text with purpose and understanding.</p> <p>(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Refer to forthcoming writing curriculum.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>(a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>(c) Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(a) Use collective nouns (e.g., <i>group</i>).</p> <p>(e) Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(c) Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>(d) Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>).</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</p> <p>(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</p> <p>(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</p> <p>(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

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<p>4</p> <p>Got the Message?</p> <p>3/3/14 to 5/8/14 (Instructional Days: 42.5)</p> <p><i>Students will compare and contrast fables, folktales, and fairytales from around the world.</i> In reading, students will infer to determine a fable or folktale’s central message or a fairytales lesson and make text-to-text connections. Students will study multiple versions of the same fable, folktale or fairytale to draw out key similarities and differences, as well as analyze characters’ points of view in paired traditional an/or fractured fairytales (e.g., <i>The True Story of the Three Little Pigs</i>). In evidence based response writing, students will write an opinion piece. Students should use digital tools to publish their pieces.</p>	<p>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p> <p>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p> <p>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.8 Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>RF.2.4 Read with sufficient accuracy and fluency to support comprehension.</p> <p>(a) Read on-level text with purpose and understanding.</p> <p>(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Refer to forthcoming writing curriculum.</p>	<p>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>(a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>(b) Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>(c) Ask for clarification and further explanation as needed about topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>(c) Use reflexive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>(f) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).</p> <p>L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>(e) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p> <p>L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>(a) Compare formal and informal uses of English.</p> <p>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>(a) Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>(b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>(d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</p> <p>(e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>(a) Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>(b) Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p>

Unit Information	Reading: Literature RL.2.1, RL.2.2 and RL.2.10 apply to each unit.	Reading: Informational Text RI.2.1, RI.2.2, RI.2.4 and RI.2.10 apply to each unit.	Reading: Foundational Skills RF.2.4 applies to each unit.	Writing	Speaking and Listening SL.2.1, SL.2.2, and SL.2.6 apply to each unit	Language L.2.4 applies to each unit.
<div>5</div> <div>Exploring Mexico</div> <div>5/12/14 to 6/19/14 (Instructional Days: 26.5)</div> <div>Students will learn about different continents, regions, and countries with a specific emphasis on our neighbors Mexico and Canada and explain differences between cultures. In reading, students will continue to compare and contrast by making text-to-text connections. Students will also focus on summarizing individual paragraphs and multi-paragraph texts. In evidence based response writing, students will write an informational piece. Significant time should be devoted to learning how to peer-edit and peer-revise.</div>	<div>RL.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</div> <div>RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</div> <div>RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</div> <div>RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</div> <div>RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</div>	<div>RI.2.1 Ask and answer such questions as <i>who, what, where, when, why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</div> <div>RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</div> <div>RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</div> <div>RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</div> <div>RI.2.8 Describe how reasons support specific points the author makes in a text.</div>	<div>RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words. (b) Know spelling-sound correspondences for additional common vowel teams.</div> <div>RF.2.4 Read with sufficient accuracy and fluency to support comprehension. (a) Read on-level text with purpose and understanding. (b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</div>	Refer to forthcoming writing curriculum.	<div>SL.2.1 Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. (a) Follow agreed-upon rules for discussion (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (b) Build on others' talk in conversations by linking their comments to the remarks of others. (c) Ask for clarification and further explanation as needed about topics and texts under discussion.</div> <div>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</div> <div>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</div> <div>SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</div> <div>SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</div>	<div>L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. (a) Use sentence-level context as a clue to the meaning of a word or phrase. (b) Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>). (c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). (d) Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). (e) Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</div> <div>L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</div>